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PREDICTING EMOTIONAL COMPETENCE OF SCHOOL TEACHERS IN THE NEW SCENARIO

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ABSTRACT :

This research paper is an attempt to find out the best predictor of Emotional Competence of teachers. The work place is changing and changing fast. In the present scenario, not only our professional expertise but also personal qualities like self-esteem, self-efficacy, social and emotional competence determine the success in our career. Whatever the career, understanding how to cultivate these capabilities is essential for success. Structural fixes or technological advances are no longer the complete picture for success takes more than intellectual excellence or technical powers. Competencies like managing one's emotions, handling encounters well, teamwork and leadership, count more than ever. Team building, adaptability to change and new challenges all demand new talents and competencies, as well as internal qualities, like initiative, optimism and adaptability. The teaching profession needs requirements like listening and oral communication; adaptability and creativity in responses; confidence and motivation, co-operation, teamwork and inter personal skills; and leadership potential and skills at negotiation. Academic competence is naturally required, but constitutes only a relatively small part of the picture. Emotional Competence is a set of learned capabilities based on emotional intelligence that contributes to effective performance at work, outstanding leadership and deeply satisfying relationships in life. In this study data was collected from 300 teachers using Emotional Competence Inventory for Teachers. Data was analysed by multiple regression analysis. Result revealed that the best predictor of emotional competence of teachers is relationship management.

KEYWORDS : *Emotional Competence.*

INTRODUCTION:

Emotional Intelligence is a form of intelligence relating to the emotional side of life, such as the ability to recognize and manage one's own and others emotions, to motivate oneself and restrain impulses and to handle interpersonal relationships effectively. It was originated by Daniel Goleman, Psychologist, denoting the cluster of traits/abilities relating to the emotional side of life. "*Emotional Competence* is a learned capability based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on the five elements: self-awareness, motivation, self-regulation, empathy, and adaptness in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities" (Goleman, 1998).

The emotional competence model compromises twenty competencies organized into four clusters. An emotional competence is a learned capability based on emotional intelligence that contributes to effective performance at work. The twenty competence are emotional self-awareness, accurate self-assessment, self-confidence, emotional self-control, trustworthiness, adaptability, achievement orientation, initiative, conscientiousness, empathy, organizational awareness, service orientation, developing others, inspirational leadership, change catalyst, influence, conflict management, team work and collaboration, communication and building bonds.

- *Self-Awareness*: Capacity for understanding one's emotions, one's strengths, and one's weaknesses.
- *Self-Management*: Capacity for effectively managing one's motives and regulating one's behaviour.
- *Social Awareness*: Capacity for understanding what others are saying and feeling and why they feel and act as they do.
- *Relationship Management*: Capacity for acting in a way that gets desired results from others and reaches personal goals

OBJECTIVE OF THE STUDY

- To identify the best predictor of emotional competence of teachers from a set of predictor variables.

HYPOTHESIS

1. Best predictor of Emotional Competence of teachers will be identified from a set of predictor variables.

SAMPLE

The study is carried out on a representative sample of 300 teachers from the primary, secondary and higher secondary schools of Kerala. *Proportionate stratified sampling technique* was employed. In selecting the sample, due representation is given to the category of teachers, gender (male and female), school locale (rural and urban), type of management of schools (government and private aided) and also to the biographical aspects (age, educational qualification, teaching experience, marital status, type of career of couples and number of dependents) of teachers. The sample is drawn from the three districts of Kerala, *viz*., Kannur, Kozhikode and Malappuram taking 100 each from primary, secondary and higher secondary schools.

Table 1: Break-up of the Sample

Locale	Category of School	Type of Management	Gender of Teacher		Total	Grand Total	Grand Total
			Male	Female			
Urban	Primary	Govt.	8	8	16	40	120
		Private	12	12	24		
	Secondary	Govt.	8	8	16	40	
		Private	12	12	24		
	Higher secondary	Govt.	8	8	16	40	
		Private	12	12	24		
Rural	Primary	Govt.	12	12	24	60	180
		Private	18	18	36		
	Secondary	Govt.	12	12	24	60	
		Private	18	18	36		
	Higher secondary	Govt.	12	12	24	60	
		Private	18	18	36		
Total							300

TOOL

- Emotional Competence Inventory for Teachers (ECIT) by Balasubramanian and Babu (2008).

ANALYSIS AND INTERPRETATION

Identification of Best Predictor of Emotional Competence

In order to identify the best predictor of emotional competence, four components *viz*., self-management, self-awareness, social awareness and relationship management were treated as independent variables (predictors) and the emotional competence - total as dependent variable. The step-wise multiple regression analysis (ANOVA approach) has been done for the total sample. The basic statistics like the mean and standard deviation of the criterion variable, emotional competence and of the predictor variables *viz*., self-management, self-awareness, social awareness and relationship management are given in Table-2.

Table 2: Input Data for Step-wise Analysis Related to Emotional competence

S.No.	Variables	Mean (N=300)	SD (N=300)
	Criterion Variable		
1	Emotional Competence	159.97	35.43
	Predictor variables		
2	Self management	48.27	11.28
3	Self-awareness	26.33	7.01
4	Social awareness	25.10	6.61
5	Relationship management	16.27	14.41

The correlation matrix of the criterion variable with the four predictor variables is presented in Table-3.

Table 3: Correlation Matrix of the Criterion (Emotional competence) and Predictor Variables

S.No.	Variables	Emotional Competence Total (Y)	Self-Awareness (X_1)	Self-Management (X_2)	Social Awareness (X_3)	Relationship Management (X_4)
	Criterion Variable					
1	**Emotional Competence**	1.000				
	Predictor Variables					
2	**Self-Awareness (X_1)**	0.862**	1.000			
3	**Self-Management (X_2)**	0.906 **	0.770**	1.000		
4	**Social Awareness (X_3)**	0.851**	0.670**	0.665**	1.000	
5	**Relationship Management (X_4)**	0.94**	0.723**	0.764**	0.787**	1.000

Note: Only One Side of the matrix is presented.
** Correlation is significant at the 0.01 level (2-tailed)

The correlation matrix of the criterion and predictor variables revealed that out of the four predictor variables, the variable relationship management has the highest correlation (0.940) with the criterion variable, emotional competence - total (labeled as Y) and therefore relationship management (X_4) was taken as the first variable to be entered for regression analysis.

Step I

The variable selected for Step I analysis is relationship management (X_4). The result of Step I analysis is given in Table-4.

Table 4: Results of Step I Regression Analysis Related to Emotional Competence

Variable Entered On Step-I	:	Relationship management (X_4)	Criterion Variable:	:	Emotional competence - total (Y)
Multiple Correlation, R	:	0.940	Standard Error (SE) of R:	:	12.124
Percentage Variance (R^2 x 100)	:	88.3			
Constant, B_o	:	20.661	Standard Error (S.E) of B_o:		3.016
t-value for B_o	:	6.85**			
Partial Regression Coefficient, B_4	:	2.311	Standard Error (SE) of B_4:		0.049
t-value for B_4	:	47.491			
Standardized Partial Regression Coefficient, β_4	:	0940			

Source	**Sum of Squares**	**df**	**Mean Square**	**F**
Regression	331511.583	1	331511.583	2255.376 ($p < 0.01$)
Residual	43802.204	298	146.987	
Total	375313.787	299		

**Significant at 0.01 level.

Table-4 shows that the F-value (2255.376) is much greater than the value set for significance at 0.01 level for (1,298) degrees of freedom. This suggests that the variable, relationship management is highly significant in predicting emotional competence - total. The percentage variance accounted for by the variable relationship management in predicting emotional competence is 88.3. This suggests that 88.3% of the variation in the variable emotional competence can be accounted for by the variation in the variable relationship management. This also suggests that the remaining percentage of variance is attributable to the variation of the variables not used in step-I analysis.

The partial regression coefficient (B_4) is 2.311. This value indicates that the scores of emotional competence would change by 2.311 units for every unit change in the relationship management.

The general format in which the multiple regression equation may be written as:

$Y^1 = B_o + B_1 X_1 + B_2 X_2 + B_3 X_3 + \ldots\ldots + B_n X_n$

Where Y^1 is the predicted sure of the criterion variable (emotional competence); B_o is a constant; B_1, B_2, B_3, ……, B_n are partial regression coefficients and X_1, X_3, …..,X_n are the scores of different variables.

The regression equation in this case with relationship management as the single predictor variable is

$Y^1 = B_0 + B_4 X_4 = 20.661 + 2.311 X_4$

Where Y^1 refers to the score of emotional competence and X_4 refers to the score of relationship management. The t-values for B_o and B_4 terms are significant and hence these terms are included in the regression equation.

Step II

The second predictor variable entered is self-management (labeled as X_2) as this variable has the highest partial correlation (0.906). The results of Step II analysis is given in Table-5.

Table 5: Results of Step II Regression Analysis Related to Emotional Competence

Variables Entered	:	X_4 and X_2	Criterion Variable:	:	Emotional competence -total (Y)
Variable Entered in Step II	:	Self-management (X_2)			
Multiple Correlation, R	:	0.984	Standard Error (SE) of R	:	6.372
Increase in R	:	0.044			
Percentage Variance (R^2 x 100)	:	96.8			
Increase in Percentage Variance	:	8.5			
Constant, B_0	:	3.380	Standard Error (SE) of B_0	:	1.701
t-value for B_0	:	1.987*			
Partial Regression Coefficient, B_4	:	1.465	Standard Error (SE) of B_4	:	0.040
Partial Regression Coefficient, B_2	:	1.415	Standard Error (SE) of B_2	:	0.051
t-value for B_4	:	36.971**			
t-value for B_2	:	27.958**			
Standardized Partial Regression Coefficient, B_4	:	0.596			
Standardized Partial Regression Coefficient, B_2	:	0.451			

Source	**Sum of Squares**	**df**	**Mean Square**	**F**
Regression	363253.092	2	181626.546	4472.635 ($p < 0.01$)
Residual	12060.695	297	40.608	
Total	375313.787	299		

* Significant of 0.05 level

**Significant at 0.01 level

Table-5 reveals that F-value (4472.635) is much greater than the value (4.68) set for significance at 0.01 level for (2,297) degrees of freedom. This indicates that self- management is also highly significant in predicting emotional competence. The index of predictability at this stage is 0.984 so that the percentage of variance accounted for by the variables relationship management and self-management are 96.8. This suggests that 96.8% of variation in the criterion variable, emotional competence is attributable to the variation of the two variables *viz*., relationship management and self management. This again suggest that by adding the variable self- management to relationship management, the index of prediction 'R' has changed from 0.940 to 0.984 and the percentage variance has increased from 88.3 to 96.8. The increase in R is 0.044 and the increase in percentage variance is 8.5. Also, the remaining percentage of variance is attributable to the variation of the variables not used in Step II analysis.

To find out the relative efficiency of the variables relationship management and self- management to predict emotional competence, R2 as $\Sigma\beta r$ where β is the partial regression coefficient of the predictor variable concerned and 'r' is the coefficient of correlation of the predictor variable concerned with emotional competence, was computed. It can be noted that of the 96.8% of the variance in the criterion

variable, 56% of the variance is accounted by the variable relationship management (X_4) and 40.8% of the variance is accounted by the variable self-management (X_2).

The partial regression coefficient is 1.465 (B_4) for relationship management and 1.415 (B_2) for self-management. These values indicate that the scores of emotional competence of teachers would change by 1.465 units for every unit change of relationship management and 1.415 units for every unit change of self management.

The standardized partial regression coefficient (β) is not reaching the value 1. Hence the problem of multicollinearity is minimized. The t-value for B_0, B_4 and B_2 terms were noted for its significance at 0.01 level and at 0.05 level. Since these t-values were found significant, it can be included in the regression equation. The equation to the regression line in this case is

$$Y^1 = B_0 + B_4 X_4 + B_2 X_2$$
$$Y^1 = 3.380 + 1.465 X_4 + 1.415 X_2$$

Where Y^1 refers to the score of emotional competence and X_4 and X_2 refer to the score of relationship management and self-management respectively.

Step III

The third predictor variable entered is self- awareness (labeled as X_1) as this variable has the highest partial correlation (0.862). The results of step III analysis is given in Table-6.

Table 6: Results of Step III Regression Analysis Related to Emotional Competence

Variables Entered	:	X_4, X_2 and X_1	Criterion Variable	:	Emotional competence - total (Y)
Variable entered in Step III	:	Self-awareness (X_1)			
Multiple Correlation, R:	:	0.994	Standard Error (SE) of R	:	3.980
Increase in R	:	0.01			
Percentage Variance (R^2 x 100)	:	98.8			
Increase in Percentage Variance	:	2.00			
Constant, B_o	:	2.049	Standard Error (SE) of B_0	:	1.065
t-value for B_0	:	1.989*			
Partial Regression Coefficient, B_4	:	1.279	Standard Error (SE) of B_4	:	0.026
Partial Regression Coefficient, B_2	:	1.034	Standard Error (SE) of B_2	:	0.036
Partial Regression Coefficient, B_1	:	1.174	Standard Error (SE) of B_1	:	0.054
t-value for B_4	:	48.804**			
t-value for B_2	:	28.559**			
t-value for B_1	:	21.570**			
Standardized Partial Regression Coefficient, B_4	:	0.520			
Standardized Partial Regression Coefficient, B_2	:	0.329			
Standardized Partial Regression Coefficient, B_1	:	0.233			

Source	**Sum of Squares**	**df**	**Mean Square**	**F**
Regression	370624.330	3	123541.443	7797.976 ($p < 0.01$)
Residual	4689.456	296	15.843	
Total	375313.787	299		

*Significant at 0.05 level
** Significant at 0.01 level

Table-6 depicts that the F-value (7797.976) is much greater than the value set for significance at 0.01 level for (3, 296) degrees of freedom indicating multiple correlation (R = 0.994) in highly significant at 0.01 level.

The index of predictability at this stage is 0.994 so that the percentage of variance accounted for by the variables relationship management, self-management and self-awareness are 98.8. This suggests that 98.8% of variation in the criterion variable, emotional competence is attributable to the variation of the three variables *viz*., relationship management, self-management and self-awareness. This again suggests that by adding the variable, self-awareness to relationship management and self management, the index of prediction 'R' has changed from 0.984 to 0.994 and the percentage variance has increased from 96.8 to 98.8. The increase in R is 0.01 and the increase in percentage variance is 2.00.

The R^2 is found to be 0.988 and accordingly 98.8% of whatever makes teachers differ in emotional competence can be attributed to differences in relationship management, self-management and in self-awareness. The total contribution of 98.8% can be further broken down to the independent contribution of relationship management, self-management and of self-awareness. Since 0.988 = 0. 489 + 0.298 + 0.201 ($R^2 = \Sigma Br$), the contribution of relationship management to the variation of emotional competence is 48.9 per cent. The contribution of self-management is 29.8. Also, the contribution of self- awareness to the variation of emotional competence is 20.1. The remaining 1.2% of the variance of the criterion variable (Y) may be attributed to other variable not considered in step III analysis.

The partial regression coefficient is 1.279 (B_4) for relationship management, 1.034 (B_2) for self-management and 1.174 (B_1) for self-awareness. These values indicate that the scores of emotional competence of teachers would change by 1.279 units for every unit change of relationship management, 1.034 units for every unit change of self-management and 1.174 units for every unit change of self-awareness.

The standardized partial regression coefficient (β) is not reaching the value 1. Hence the problem of multicollinearity is minimized. The t-values for B_0, B_4, B_2 and B_1 terms were noted for its significance at 0.01 level and at 0.05 level. Since these t-values were found significant, it can be included in the regression equation. The regression equation obtained at this step is

$$Y^1 = B_0 + B_4 X_4 \times B_2 X_2 + B_1 X_1$$
$$Y^1 = 2.049 + 1.279 X_4 + 1.034 X_2 + 1.174 X_1$$

Where Y^1 is score of emotional competence and X_4, X_2 and X_1 are scores of relationship management, self-management and self-awareness respectively.

Step IV

Table 7: Results of Step IV Regression Analysis Related to Emotional Competence

Variables Entered	:	X_4, X_2, X_1 and X_3	Criterion Variable	:	Emotional competence - total (Y)
Variable entered in Step IV	:	Social-awareness (X_3)			
Multiple Correlation, R	:	1	Standard Error (S.E.) of R	:	0
Increase in R	:	0.006			
Percentage Variance (R^2 x 100)	:	100	Standardized Partial Regression Coefficient, β_4	:	0.407
Increase in Percentage Variance	:	1.2	Standard Error (S.E.) of B_o	:	0
Constant, B_o	:	0	Standardized Partial Regression Coefficient, β_2		0.318
t-value for B_0	:	-	Standardized Partial Regression Coefficient, β_2		0.198
Partial Regression Coefficient, B_4	:	: 1	Standardized Partial Regression Coefficient, β_2		0.187
Partial Regression Coefficient, B_2	:	1			
Partial Regression Coefficient, B_1	:	1			
Partial Regression Coefficient, B_3	:	1			
t-value for B_4	:	-	Standard Error (S.E.) of B_4	:	0
t-value for B_2	:	-	Standard Error (S.E.) of B_2	:	0
t-value forB_1	:	-	Standard Error (S.E.) of B_1	:	0
t-value for B_3	:	-	Standard Error (S.E.) of B_3	:	0

The last predictor variable entered in regression analysis is social awareness (X_3). The results after step IV (final step) indicated that the value of multiple correlation (R) is 1. It can be seen that the percentage variance is 100. This reveals that the four predictors put together could explain hundred percentage of variance of burnout of teachers. The percentage variance has been raised from 98.8 to 100, the increment in percentage being 1.2. The R has also changed from 0.994 to 1.000 and the increase in R is 0.006.

The relative efficiency of the predictor variables is self-management, self-awareness, social awareness and relationship management to predict emotional competence were determined. It can be noted that of this 100% of variance in the criterion variable, 38.2% of variance is accounted by the predictor variable relationship management, 28.8% of the variance is accounted by the predictor variable self-management, 17.1% of the variance is accounted by the predictor variable self-awareness and 15.9% of variance is accounted by the predictor variable social awareness.

The t-values for B_o, B_1, B_2, B_3 and B_4 were significant at 0.01 level. Hence these terms are included in the regression equation. The standardized partial regression coefficient, β is not reaching the value 1. Hence the problem of multicollinearily is minimised. The value of constant is zero. Therefore the regression equation at this stage is

$$Y^1 = B_0 + B_1 X_1 + B_2 X_2 + B_3 X_3 + B_4 X_4$$

$$Y^1 = 0 + 1 X_1 + 1 X_2 + 1 X_3 + 1 X_4$$

i.e. $Y^1 = Y = X_1 + X_2 + X_3 + X_4$

Where Y^1 = Y is score of emotional competence of teachers and X_1, X_2, X_3 and X_4 are the scores of the four predictor variables.

CONCLUSION

In short, to identify the best predictor of emotional competence - total its four components were treated as the predictor variables. The step-wise multiple regression analysis (ANOVA approach) was carried out for all the four predictor variables. In the fourth step the shared variance reached hundred. Hence the process reached at an end.

Results of the step-wise regression analysis discussed so far enabled the investigator to identify the best predictor and their relative contribution to the percentage variance of emotional competence of teachers. Predictors are arranged according to the decreasing order of their predictive capacity along with the Beta weights as follows.

Step	Predictors	Percentage of Variance	β-weights
I	Relationship management	88.3	0.407
II	Self-management	8.5	0.318
III	Self-awareness	2.0	0.198
IV	Social-awareness	1.2	0.187
	Total	100	

Of the four predictor variables, the variable relationship management accounted for 88.3% of variance in emotional competence of teachers. The least percentage of variance is accounted for the variable, social awareness. Hence it can be concluded that the best predictor of emotional competence is relationship management

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